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ABSTRACT

This book discusses how the curriculum can be designed, adapted, and delivered in general education classrooms that are attempting to promote inclusive communities. Chapters include: "Toward Inclusive Classrooms" (Susan Stainback et al.); "Celebrating Diversity, Creating Community: Curriculum that Honors and Builds on Differences" (Mara Sapon-Shevin); "Inclusive Education: Making Sense of the Curriculum" (Alison Ford et al.); "Using Curriculum to Build Inclusive Classrooms" (William Stainback et al.) "Using a Collaborative Approach to Support Students and Teachers in Inclusive Classrooms" (Janet L. Graden, and Anne M. Bauer); "Integrating Support Personnel in the Inclusive Classroom" (Jennifer York et al.); "Student Collaboration: An Essential for Curriculum Delivery in the 21st Century" (Richard A. Villa and Jacqueline S. Thousand); "Support and Positive Teaching Strategies" (Wade Hitzing); "It's Not a Matter of Method: Thinking About How to Implement Curricular Decisions" (Dianne L. Ferguson and Lysa A. Jeanchild); "Measuring and Reporting Student Progress" (Brian Cullen and Theresa Pratt); "Quality in Our Schools: A Parental Perspective" (Jeff Strully et al.); "Community-Referenced Learning in Inclusive Schools: Effective Curriculum for All Students" (Michael Peterson, et al.); "Extracurricular Activities" (Mary Falvey, et al.); and "Curriculum in Inclusion-Oriented Schools: Trends, Issues, Challenges, and Potential Solutions" (Michael F. Giangreco). Contains 397 references. (PB)

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